

Attribution Theory and Perceived Reliability of Cellphones for Teaching and Learning

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Abstract : The use of information and communication technologies such as computers, mobile phones and the internet is becoming prevalent in today's world; and it is facilitating access to a vast amount of data, services, and applications for the improvement of people's lives. However, this prevalence of ICTs is hampered by the problem of low income levels in developing countries to the point where people cannot timeously replace or repair their ICT devices when damaged or lost; and this problem serves as a motivation for this study whose aim is to examine the perceptions of teachers on the reliability of cellphones when used for teaching and learning purposes. The research objectives unfolding this aim are of two types: objectives on the selection and design of theories and models, and objectives on the empirical testing of these theories and models. The first type of objectives is achieved using content analysis in an extensive literature survey, and the second type of objectives is achieved through a survey of high school teachers from the ILembe and Umgungudlovu districts in the KwaZuluNatal province of South Africa. Data collected from this questionnaire based survey is analysed in SPSS using descriptive statistics and Pearson correlations after checking the reliability and validity of the questionnaire. The main hypothesis driving this study is that there is a relationship between the demographics and the attribution identity of teachers on one hand, and their perceptions on the reliability of cellphones on the other hand, as suggested by existing literature; except that attribution identities are considered in this study under three angles: intention, knowledge and ability, and action. The results of this study confirm that the perceptions of teachers on the reliability of cellphones for teaching and learning are affected by the school location of these teachers, and by their perceptions on learners' cellphones usage intentions and actual use.

Keywords : attribution, cellphones, e-learning, reliability

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